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IV. PARTICULAR STUDY OF THE CONTINENTS—NORTH AMERICA AND EURASIA AS TYPES.

(1) Map of the continent, sectional maps. (2) Panoramic views. (3) Forms of landscape characteristic of the physiographic areas. (4) Important scenic features of the continent.

The different surface forms will be considered from the point of view of form, and as factors in determining appearance of landscape. The full discussion of these features with regard to their formation and geographic significance will be given in the course in geography.

The detailed outline above is suggestive of the work to be done in chalk modeling, and offers material for the selection of the teachers; it may not be taken up in its entirety, or followed in the order indicated, but will be closely related to the lessons in geography.

APPLIED ART.

CLARA I. MITCHELL, IRA M. CARLEY, IRENE WARREN.

TEXTILE FABRICS.

CLARA I. MITCHELL.

I. *Hand-work*.—(1) Wool-spinning with spindle and wheel. (2) Weaving of belts, bands, squares, cushion covers, and bags on primitive, Colonial, and modern hand-looms. Materials used—carpet yarn, wool-roving, German-town wool, seine-twine, and silk. Designing of patterns. (3) Basketry. Weaving of willow rattan, Indian splint, and fiber baskets. Dyeing of fibers. (4) Decorative needlework. Designing and embroidery of doilies, cushion-covers, bands, book-covers, and bags. Appliqué. Materials used—leather, linen, and silk.

II. *Study of fabrics*.—Classification of fabrics with regard to use. Quality, weave, weight, warmth, absorptive power, design, color, cost. Method of fabric analysis.

III. *Study of fibers*.—Tests for the textile fibers, silk, wool, linen, and cotton. Qualities. Culture.

IV. *Discussion of children's work in textiles viewed as the study of clothing*.—(1) Hand-work appropriate to different ages: (a) Designing. (b) Education of color sense. (c) Making of looms, mechanical invention. (2) Plans of lessons on fabrics, fibers, and processes, adapted to different grades. (a) Science

lessons growing out of the making of looms, spinning, dyeing, and testing of fibers. (b) Geography to be taught in studying the origin and culture of fibers, and in the manufacture and distribution of fabrics. (c) Outlines of history lessons which will make clearer the industrial and sociological significance of the subject of textiles. (d) Some examples of literature, music, and art which form part of the history. (e) Excursions to mills, factories, and shops.

BOOKS FOR REFERENCE.

J. Merritt Matthews, *Textile Chemistry*; Watson, *Art of Weaving*; Rock, *Textile Fabrics*; Gilroy, *Art of Weaving*; Bevan, *Textiles and Clothing*; Tomlinson, *Arts and Manufactures of Great Britain*, Vol. I; Muntz, *A Short History of Tapestries*; Champagne, *Tapestry*; Archer, *Wool, Flax, and Linen Fabrics*; Ashenhurst, *Woolen Cloth Manufacture*; Brooks, *Cotton Manufacturing*; Burnly, *The History of Wool and Wool Combing*; Bischoff, *Woolen Manufactures*; Charley, *Flax and its Products in Ireland*; Warden, *The Linen Trade, Cloth Manufacture*; Roberts Beaumont, *Woolen and Worsted*; I. F. Bell, *Jacquard Weaving and Designing*; I. W. Fox, *Mechanism of Weaving*; Richard Marsden, *Cotton Weaving*; Posselt, *Textile Designing, Jacquard Weaving*; Taggart, Brooks, Nasmith, *Cotton Spinning*; U. S. Government Report, No. 33, Agricultural Department, *The Cotton Plant*; No. 39, *Useful Fibers*; Peter Sharpe, *Flax*; Jonathan Ruegg, *Silk*; Hurst, *Silk and Silk Dyeing*; Bowman, *Structure of Wool Fiber*.

DESIGN : Stephenson and Suddart, *Ornamental Design for Woven Fabrics; Oriental Carpets*, pub. by Royal Museum, Austria; Walter Crane, *Claims of Decorative Art*; Franz Sales Meyer, *Handbook of Ornament*; Lewis F. Day, *Nature in Ornament, Principles of Every-Day Art, Planning of Ornament, Anatomy of Pattern, Application of Ornament*; Owen Jones, *Grammar of Ornament*; Racinet, *Polychromatic Ornament*; Lessing, *Oriental Carpet Patterns*; magazines — *Studio* and *The Artist*.

COLOR : Chevreul, *Theory of Coloring*; Wm. von Bezold, *Theory of Coloring*; Mark N. Maycock, *A Class Book of Color*; Prang, *Color in the Kindergarten*.

WOODWORK.

IRA M. CARLEY.

THIS course will take up work in wood with especial reference to constructive design and ornamentation. The work will be carried on jointly by the art and manual-training departments. In order that the class may have the benefit of each individual's experience, each member will be asked to make a design for each of several objects which will be suggested by the teacher or by the class itself. These designs will be looked over with the class, and criticised from the structural and the artistic point of view. This general meeting will take place twice a week, the remainder of the time being given to work in the manual-training shops.

The problems to be considered :

I. *Kind of wood best adapted to particular purposes.*—(1) In regard to strength and hardness. (2) In beauty of grain and color. (3) In regard to its liability to warp. (4) Expense.

II. *Kinds of construction adapted to particular purposes.*—Various methods of construction which may be applied to the same object, according to degree of strength and permanency.

III. *Ornament.*—Kinds of ornament adapted to wood. (1) Wood-carving—designing for wood-carving. (2) Repoussé metal-work applied to wood. (3) Staining ; dyeing ; pyrography. (4) Inlaying ; marquetry.

BOOKBINDING.

IRENE WARREN.

THE elements of bookbinding will be taught as they may be adapted to the constructive work of the grades. Only half-bindings with the lettering will be attempted, as the time is so short.

Each student will be required to furnish himself with a bone folder, a pair of compasses, a straight-edge or tri-square, a binder's knife, and three medium-size books of good material, which shall be bound for practice work. While it is much easier to work on good material than on poor, students are advised not to begin on rare or valuable editions, as they are liable to mistakes in the beginning. Each student will also be required to furnish his own papers and leathers, which will average forty cents per volume.

MANUAL TRAINING.

IRA M. CARLEY AND CORA CHAMPLIN.

THE manual-training department offers a course in woodwork for the grammar grades, and a course for primary grades which will include cardboard work, woodwork of a simple form, work in thin metals, basketry, and illustrative construction. A course in woodworking will also be given in connection with the Arts and Crafts courses.

The object of these courses is to present to the teacher conditions for obtaining the greatest amount of skill possible in the